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Academic Senate Minutes

Academic Senate

9-8-2021

Senate Meeting, September 8, 2021

Academic Senate, Illinois State University

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Academic Senate Meeting Minutes
Wednesday, September 8, 2021
Approved

Call to Order

Academic Senate chairperson Martha Callison Horst called the meeting to order.

Roll Call

Academic Senate secretary Dimitrios Nikolaou called the roll and declared a quorum.

Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.

Senator Horst: As per our bylaws, the first item this evening will be Public Comment. The Academic Senate of Illinois State University welcomes constructive communications from the members of the University community and citizens of Illinois. Students, faculty, and staff are encouraged to provide information relevant to the academic mission of the University.

The Academic Senate allows up to ten minutes in total for public comment and questions during a public meeting. An individual speaker will be permitted two minutes for their presentation. When a large number of persons wishes to speak on a single item, it is recommended they choose one or more persons to speak for them. The Senate accepts copies of the speaker's presentation, questions, and other relevant written or visual materials. When appropriate, the Senate may provide a response to a speaker's questions within a reasonable amount of time following the speaker's presentation. Further comments, according to our bylaws, will be carried over to the next Senate meeting. People may also submit written comments tonight. Just a reminder to our public commenters to please keep their presentations to two minutes. If needed, Senator Nikolaou will provide a 30 second warning before your time has expired. Our first public presenter is Shannon Epplett.

Dr. Epplett: Anij, Bozhoo. I am Dr. Shannon Epplett, Instructional Assistant Professor in the School of Theatre and Dance, and an enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians.

I am here to speak about the racist incident that occurred in a Psych 110 class last week. On Friday, September 3 President Kinzy sent out a statement indicating how ISU is handling the problem. I commend her on this, but also want to make it clear that this situation is a symptom of a much larger problem – Native American erasure and exclusion at ISU.

The question in question was this:

Which of the following examples best fits with the cultural traditions of the Native American Church?

- A. Drinking alcohol at a party in order to meet new people and deepen bonds with existing friends.

- B. Taking a tab of LSD and staying up for two days painting a series of self-portraits.
- C. Smoking marijuana and having deep emotional thoughts about a deceased grandmother.
- D. Swallowing sleeping pills every night in order to induce prolonged REM sleep.

Anyone? The correct answer is supposed to be C, smoking pot and thinking of dead grandma.

Beyond being factually wrong – the Native American church uses peyote in rituals – it is insensitive and disrespectful. It reinforces the stereotype that Indians are bunch of drunks and drug addicts.

The textbook publisher – Pearson – has been blamed, but I want to remind everyone that someone at ISU selected that book and used that question. The issue came to light because a student in the class with ties to the Native American community posted to social media about it. All of this is inexcusable – someone at ISU should have recognized the problematic nature of the text, and the student should have felt that they could approach their instructor or someone in the psych department to discuss this issue.

None of these things occurred. Why? Because Native Americans at ISU are the most underrepresented of the underrepresented – we are 1/5 of one percent of the student body. We are underrepresented in our faculty – I constitute 50% of ISU's Native American faculty. We are largely invisible and erased from the campus culture.

A land acknowledgement is great, but it is just words. It's time for ISU to back up their inclusive words with inclusive actions. I ask that you all support Native Americans on this campus as allies and advocates and help make ISU an indigenous-supporting institution. As we say in Indian country Skoden, Stoodis. It's time. Miigwetch.

Dr. Haas: Good evening, everyone. I'm Dr. Angela Haas, Professor of English and co-advisor of TRIBE our new RSO for Native American, other indigenous students and allies, along with Dr. Epplert. I'm honored to amplify the expressed support needs of indigenous students in TRIBE, needs that they have shared with the Board of Trustees, President Kinzy, and many other power brokers on campus. Tonight, I'm sharing them with you all.

We appreciate that President Kinzy, Dr. Doris Houston, and others have responded so swiftly to the situation, but we know that more tangible actions are needed to readdress Native American invisibility and erasure at ISU, which contributes to ignorance about Native American's and global indigenous peoples and anti-indigenous racism in particular.

Specifically, our Indigenous students at ISU ask that the University: 1) Address the under-enrollment of Indigenous students. We don't have many Native American students because we don't recruit them. To do so, we should offer scholarships and tuition discounts. Specifically, our students ask that at a minimum, ISU should offer in-state tuition to members of tribes removed from Illinois, including the Peoria, Myaamia, Kickapoo, Illini, and others. 2) Hire more tenured and tenure track indigenous faculty. The Provost has set

aside money for cluster hires, to increase the diversity of the faculty. Departments and chairs need to take advantage of this and hire Native American and other indigenous faculty to tenure and tenure track positions. 3) Train faculty and staff on anti-indigenous racism. The indigenous invisibility and erasure on campus allows for anti-indigenous sentiments and rhetoric's to flourish. 4) Give TRIBE space in the Multicultural Center. They have been asking for a permanent space and are the only RSO that represents an ethnic minority in the U.S. that currently has no dedicated space.

The situation in Psych 110 occurred because Native Americans are nearly invisible on this campus. It shouldn't be that way. We know the solution to the problem: recruit more Native students. Hire more Native faculty. Make space for Native people and culture on this campus. Finally, be open about this problem and the solution: Light is better than silence.

Finally, thank you to those who have reached out to offer your support. We ask that you use your proximity to power and agency in your spheres of influence to support pro-indigenous change at ISU. Thank you.

Presentation: Color of Money (Vice President of Finance and Planning Dan Stephens, Assistant Vice President for Budgeting and Planning Sandi Cavi, and Director of Central Budgeting Amanda Hendrix)

Senator Stephens: Thank you for allowing me to share this important information with Academic Senate again this year. My goal tonight is to offer a high-level overview of the various revenue and expense source at the University. We call this discussion the Color of Money because there are lots of different fiscal resources that we work with.

Before I get started, I want to introduce two very important members from my team: Sandi Cavi who is the Assistant Vice President for Budgeting and Planning, and Amanda Hendrix Director of the University Budget Office. They'll be helping me address any question we might have throughout the evening.

Let's first talk about the annual budget process. The budget team begins building our annual budgets in the August and September time frame, which is right about now. We usually wait until after tenth day in order to ensure we have a good picture of our total student enrollments, our financial aid awards, our housing and dining occupancy levels to ensure we present as accurate of a fiscal picture for the FY22 budget. We then present a high-level overview of this budget to two Senate finance committees, the AABC and the Planning and Finance Committee at the 6:00 p.m. meeting on September 22. Then we share the FY23 State Operating and Capital Appropriation Request at the 7:00 p.m. meeting on October 6 Senate meeting. We then present both the FY22 Budget and Operating Appropriation Request to the Board of Trustees for final approval at our October 15 Board of Trustees meeting. Once approved this information is shared with the IBHE and the Governor's office. Next spring, President Kinzy testifies at a House and Senate hearings on ISU's FY23 Operating and Capital Appropriation Request. The FY23 state budget is traditionally approved by legislators and the Governor's office at the end of May.

The ISU budget process is a team effort of fiscal experts supporting various areas across campus. As you can see from the chart, there's a variety of key individuals listed here. But there are a

number of other individuals that are supporting us, especially the Academic divisions across the Provost's area. Dan Elkins supports Provost Tarhule. Wendy Bates supports Vice President Johnson in Student Affairs. Emily Newsome supports the Athletic division. Jill Wilberg supports Vice President Vickerman in University Advancement. Katy Killian supports President Kinzy and the President's office. And my area, as I mentioned earlier, Sandi is the Assistant Vice President over Planning and Budget, but I've also got a number of other assistant vice presidents that help in maintaining our budget reporting and cost structure here at ISU.

Our Central Budget office, which is down in the lower portion of the screen is a small central team that collects all this information for various budget reports for the cabinet and the Board of Trustees along with a number of other state level budget reports we have to turn in each year to IBHE or the state controller's office.

Here's a high-level summary of our various revenue sources. They include General Revenue, Bond Revenue or what we refer to as the Auxiliary Facility System-AFS, Agency or local funding, Research Grants and Contracts. ISU Foundation Funds, which is where we spend our time fundraising. Service accounts, which are internal accounts where we choose to capture costs between different funding sources who are providing sources, especially in the maintenance and renovation area of our University. And then lastly, Metcalf and U-high are also separately kept in our budgets.

The State of Illinois has a compliance agency that we are governed by. It's called the LAC or the Legislative Audit Commission. They represent the governing rules set by the state to which we track our budget information. These guidelines are ultimately what create this Color of Money rules and regulations. The institution is charged with ensuring compliance with all of these rules.

How is our information stored and shared? Our budget information system is stored inside a system called Budget Center. That's a Cognos based reporting system that is capturing information both coming from our PeopleSoft system (iPeople) is tracking our personnel cost, and then our Datatel system which is capturing all of our other fiscal costs. The combination of those two systems feed detailed information over to the Budget Center, and if any of you are responsible for reporting cost, you're extracting that information out of Budget Center. It's designed to give you very detailed level amounts of cost, revenue, personnel expenses. So, it's very helpful.

One quick statement about, how do we keep all of this information separated. In the big picture, this is a chart of account strings within our Datatel system. The first three digits are really the way we capture cost. For example, any of the expenses and revenues associated with the GR either start with a 101 or 104, and our Bond revenue start with 106.

So, let's get started with the various University fund types. The first one is General Revenue Funds. Revenue sources for the GR, as it's referred to, is our Operating and Capital Appropriation that's provided by the state. We get an Operating State Appropriation level of about \$70 million. The GR revenue sources are also where our tuition is housed, and then there is a certain student fee which is our Academic Enhancement Fee (one of our mandatory fees) that is a General Revenue fee that is charged to help support our academic instruction, facilities, and

IT support. The General Revenue area support the academic mission of the institution. They represent probably the largest share of our budget, close to about 60%.

We'll move over to the Bond area, or again referred to as the AFS system. Here are some pictures up here where we actually have to keep separate fiscal records for a large segment of these particular entities. So, examples are our housing and dining facilities, our athletic facilities, student rec center, Center for Performing Arts, and the Bone Student Center. Some of the revenue that is generated inside these areas are revenue contracts, for example, in housing and dining. That has to flow through these Bond areas. Our specific student fees that are dedicated toward these facilities, like the rec center and the Bone Student Center fee are actually captured through our AFS system. They're very specific restrictions required by the OAC guidelines and each of these entities are self-sustaining, which means they need to generate sufficient amount of revenue in order to cover all of their operating costs. The State is not permitted to provide any kind of appropriation dollars for our non-academic facilities.

As we move over into Research Grants and Contracts, that's another major area of the institution. In this area, these funds, if any of you have worked with research grants, these are funds that are awarded by state, federal, and sometimes local agencies to provide research opportunities on campus. They're highly restrictive. They're not only governed by state guidelines, but they're also governed by federal guidelines. And so, there's a very strict amount of compliance that's necessary to track all the revenues and expenses associated with grants.

One of our largest areas of capturing our tracking cost are what's called Agency Funds, or we also refer to it as local funds. Some examples, as you can see up on the screen: Redbird sports, the Gamma Phi Circus, Illinois Shakespeare Festival, WGLT, and TechZone. Some other areas of examples include in our Grants and Contracts area. One of the revenue sources whenever a grant is awarded is typically financing administrative overhead fee is captured in each of those grants if it's awarded. We have to maintain and separate those two revenue streams from that. So, that's a separate group. And then there's revenues generated for other self-supporting units. Course material fees are also separately captured, and any of our student fees. These are highly restrictive types of purchases, so we spend a lot of time making sure we capture the revenue that is charged for those and the expenses associated with those activities or entities.

There are a couple of grouping within the Agency accounts that we also publicly report on. One grouping is called Continuing Education and Public Service Entities. Examples at ISU are Gamma Phi Circus, Illinois Shakespeare Festival or TechZone. The second grouping, Sales and Services of Educational Activities' revenue sources are materials fees, Milner Library, transcript fees, speech and hearing clinic, and testing office. We capture all the expenses and all the revenue and report accordingly.

Course Material fees are charged specifically for each of those classes and represent disposables that occur during an academic year. They typically don't include fees associated with large equipment. Those are typically funded in other sources. Expenses must be directly related to education, student taking the course. It can't be used for anything outside that particular course.

Student Activities Fees represent activities and programs on campus that are created to enrich the student experience. Couple of examples: Redbird Express, SGA, RSO programs, Child Care Center, Concerts, and Dean of Student programs.

Student Health and Athletic fees are related to the types of services we offer, especially the health care side. The Athletic fees are charged to help support our athletic teams on campus. Some other revenues that support these areas are tickets, outside revenues associated with activities help support these Agency areas. One of the larger checks ISU receives is a revenue sharing from the NCAA basketball tournament that occurs in March.

Student Field Trip fees and Foreign Studies are fees that can only be specifically related to any overseas trip or fees associated with a partnering school that we're working with overseas.

Indirect revenue the University receives from Grants and Contracts is called Facilities and Administrative Costs. These types of revenue help us support our research in the form of overhead expenses, additional personnel, supplies, equipment, training, etc.

Let me shift to the overall fiscal budget. We're still right in the middle of trying to finish our FY22 budget, so in order to illustrate that I decided to use last year's charts. In the next couple of weeks, we'll actually be producing and sharing our FY22 budget.

Here is the total picture looking back at last year FY21. The overall budgeted revenues expenditures for ISU is \$487.3 million. As you can see from these main categories, the General Revenue (the tuition), Bond Revenue (facilities: housing and dining, etc.), and then our Agency funds, and then Grants and Contracts.

Just to touch on a couple of these major categories in revenue and expenses. Here's a revenue chart that breaks out where our revenues are coming from. You'll see the Income fund is about \$224.4 million (46% of the total) which is where we store our tuition and academic enhancement fee. The State appropriation is about 14% or \$69.6 million. Bond area is 19.3% or \$94.3 million.

From an expense side, like most universities, we're personnel heavy. We pride ourselves on individualized attention. 50% (\$240.5 million) of our operating expenses goes to personnel. Some of our other major categories, Contractual, that is a large group of cost for software that we have to acquire for any types of contracted services that we're providing internally. Awards and Grants, it's about \$45.1 million. Part of our budgeting process is to take tuition funds and reinvest into scholarships. These are additional funds necessary to recruit student and to provide scholarship aid for individuals who need additional financial assistance. This is in addition to what the Foundation raises with donors. So, we're very proud of the amount of aid we put back into the institution to help support students.

From a higher education industry perspective, there are different groupings that universities typically report. Taking your operating cost and trying to segment them into

what your main purpose is. Our most important purpose is Instruction at \$154.8 million (31.8% of the overall budget). The other key area is Student Services, which covers \$96.5 million (19.8%). Operations and Maintenance Physical Plant is a fairly significant area of cost, as you can imagine, all of the buildings, operations, utilities costs to help serve close to 21,000 students.

This is a historical picture of our funding over the last 20 years. This is going back to 2002 to now present 2022. In 2002, we were getting about \$92 million of state operation support. That was helping the University through the income fund, help limit the amount of tuition that needs to be charged. As you move forward, you'll see \$70 million is where we sit today. We're thankful we get that level of appropriation from the state. Over the last 3 years it's been flat. And especially coming out of a pandemic, we're very thankful to Governor Pritzker and the legislator providing us with flat funding. It's just unfortunate that over the last 20 years, even though cost has risen, our state appropriation level has fallen close to 23%.

Lastly, this last chart is an attempt to show the dependency of where we had state appropriations and tuition 20 years ago and where it's currently sitting today. In 2002, with a much higher level of state appropriation, we were getting \$92 million (36%) of our budget was coming from the state, so therefore we only needed about \$53 million in tuition or 20% of the budget. Forward in 2020, things have shifted dramatically. Now that the state appropriation is sitting around \$70 million, it's only representing about 14% of our overall budget and tuition and fees needs to cover the remaining 46%. 2016 where you see the spikes was where there was a budget impasse, and the University took a significant reduction in state budget. We were supposed to receive about \$72 million in that particular year; we only received about \$20 million.

Senator Horst: I was wondering if there's any hope of getting back that \$50 million that we were promised in 2016?

Senator Stephens: All the state institutions, it wasn't just ISU, but all the state institutions are lobbying the Governor and the legislature to reverse the trend of a decline in state appropriation. U of I is funded... when you use the metric of full-time equivalent student, we are significantly below. We sit in the bottom as the lowest by a large margin. President Kinzy and I talked about this today and she's going to do, just like President Dietz and other Presidents did, to work with legislature and hopefully get greater recognition for ISU, and the fact that we are serving so many more students than our sister institutions, but yet they are not providing the same level of funding. I'm optimistic about that. It will probably require some type of special legislative amount. I feel very confident President Kinzy is going to continue that dialogue and hopefully in the next few budget cycles we might be able to see some additional resources come in.

Senator Toth: That \$92 million in 2002 is actually \$140 million today, adjusted for inflation. So, I guess it's more like a 50% decline and it's very significant. So, thank you for touching on the governmental relations piece that I was about to ask.

Senator Biancalana: Should there be an increase in funding from the state for any reason, is the University and the administration committed to using that money to lower tuition?

Senator Stephens: We would definitely be working through our budget. In our request to the state each year, when we recommend an increase one of the items that we choose to do is in the form of higher financial aid provided for students. So, if we're able to get an increase in our regular operating appropriation, we would certainly be working with our Board and would have less need to raise tuition.

Chairperson's Remarks

Senator Horst: I want to begin by acknowledging two difficult events that have affected our community. As a mentor of graduate students and as a mother, I am deeply troubled by the disappearance of graduate student Jelani Day. I, personally, am praying for his safe return. As a faculty member, I am also troubled by the reports of offensive and racist questions that were part of a testing database that we heard testimony about today. Faculty trust their publishers to supply them with fair and professional content, and that certainly was not that.

However, tonight, I want to ask that we focus on the agenda in front of us. We have Administrator Remarks and then we have three very important items on our agenda. The bylaws revision will allow faculty members across the campus with accommodations from OEOA to be active members not only the Senate but also every external committee of the Senate. We will conduct a second information session for the IDEAS proposal. Finally, we need to get to the Criminal Background and Investigation policy this evening. This policy has been approved by President Dietz. If we don't approve further edits proposed by HR soon, every faculty going up for promotion and tenure on November 1 will technically have to have a criminal background check as part of their application for promotion and tenure. The Executive Committee forwarded this policy directly to the Senate so that we could expedite our review of it.

So, in order to balance the Senate's function of communicating with administration on current events with the Senate's function of policy review, I may have to restrict the number of questions during Administrators' Remarks this evening. If it comes to it, the Senate office can gather questions after the Senate meeting and make sure to forward any responses from the administration via email to the entire Senate.

Finally, as I noted in a recent email, we are now streaming the audio from this meeting on YouTube. We are happy to provide this service. Senators, please remember to speak directly into the microphone and try not to turn your head while doing so that everyone attending our meeting virtually can hear you. The audio from this meeting will be stored in the Senate office, per the Open Meetings Act. And with that, I will turn it over to Senator Villalobos for Student Body President's Remarks.

Senator Miller: Is there closed caption option for people who are listening?

Senator Nikolaou: YouTube has an option for closed caption.

Student Body President's Remarks

Senator Villalobos: Good evening, everyone. I also must again express my feels of extreme concern and dismay regarding the disappearance of ISU graduate student Jelani Day. I really would like to take this time to renew the call for our entire University community to keep our fellow Redbird and his family in our thoughts at this time. I'd also like to take the time to remind everyone in our community that this also might be, understandably, a very difficult time for students, faculty, and staff alike. I ask for everyone to simply just be there for one another, because we know that we are all one big family as well.

I would also like to thank everyone that has been involved in the efforts to find our fellow Redbird, including Bloomington PD, ISUPD, and really every single concerned citizen and Redbird.

I also reject the offensive and inexcusable language expressed in the offensive course question regarding indigenous individuals. In a simple sense, racist language and attitudes must never be tolerated, no matter what the circumstance is, and as the leader of my organization, I pledge that the Student Government Association will be there to support our indigenous students, as we are for all students. We hear you now, and we will hear you in the future. We look forward to working with the new TRIBE student organization in the year ahead.

I'm sure we're going to hear a bunch about this in more reports, but I am extremely pleased to continue to hear about the progress our institution is making regarding COVID 19 vaccinations and testing. Per the dashboard, 80% of University Housing students are vaccinated. 73% of all enrolled students are fully vaccinated. 89% of faculty/staff are fully vaccinated. The positivity rate over the past week being 0.5%. To me, these statistics make clear that the approach that our institution has taken to return us to in-person instructions and in-person activities was 100% the correct decision. This approach is, has been, and will continue to be supported by the vast majority of students. I'm extremely confident in saying that. I think we all should take that into account in any future planning going forward.

I want to take the time to ask students kindly to remember to adhere to University guidelines and precautions, such as wearing your masks in University buildings.

A few updates from the Student Government Association. In our recent meetings, we appointed and confirmed two new members of our association. The number of vacancies within our entire association is now down to just around a handful. We are working swiftly to fill any remaining vacancies.

We passed a few more pieces of legislation, including one, I'm particularly proud of, that honors past SGA alumni who have found considerable success in their careers following ISU. It was my pleasure to sign the first piece of legislation that bestowed the status of Distinguished Illinois State University Student Government Association Alumni on the honorable Jason Barickman, an ISU alumni and former Student Body President. And then

McLean County Board member Hannah Beer, also an ISU alumni, and a former Student Government Senator.

Our outreach committee has set up our first Office Hours on the Quad, which will take place on September 15 from 12:00-4:00 p.m.

We are also in the beginning stages of setting up the annual civic debate between major political student organizations on our campus. SGA remains committed to fostering a civically engaged university community. That is the conclusion of my remarks. Thank you.

Senator Horst: I worked with Hannah Beer on the Rules Committee and she is a great choice for that honor.

Administrator Remarks

President Teri Goss Kinzy

President Kinzy: First, I want to take a moment to thank the University community for its continued efforts to raise awareness of the disappearance of Jelani Day. I specifically want to thank the Multicultural Center for a very impactful and heartfelt “Night of Support” held on Friday evening for Jelani’s family and our university community. This event was amazing; there had to be between 200-300 people in the ballroom. The family truly is an impressive group of dedicated people. We all continue to do everything we can to support them and support the family in any way the University or I personally can.

I also want to remind our students that if you are in need of support, please do not hesitate to reach out to Student Counseling Services. I encourage everyone in the University to be in contact with each other and offer support. The University continues to be in contact with Jelani’s family and will make every effort to provide support to them during this very difficult time.

Thank you, Senator Villalobos, for sharing our good news. We continue to see increases in vaccination rates. We’ve went up 3% for our students in a week. Our positivity rate continues to drop, which I think speaks to the likely possibly that partially vaccinated students and faculty and staff are actually seeing much lower rates of infection. But we need to keep it up. You all saw my PSA, if you were at the football game, encouraging everyone to consider again if they’re not vaccinated to please do so. It’s important that we can keep our community together, safe, and we can take care of each other.

I’d like to share a couple quick points of pride. Congratulations to our eighteen undergraduate students that did undergraduate work this summer. I hope to continue to see our students participating in research and creative scholarship under the membership of our faculty here on campus. Professional development sessions and other activities they had are really important for assuring that our graduates come out with the best experience as possible.

I’m also excited to share with you external recognition from the American Association of State Colleges and Universities (AASCU); they have recognized Illinois State University with the organization’s 2021 Excellence and Innovation Award for Civic Learning and

Community Engagement. This national award highlights the University's ongoing efforts to further its core value of civic engagement.

On the student engagement and athletics front, I'd like to extend congratulations to the Illinois State University football team for their big win on Saturday night, the Big Red Marching Machine for an amazing half time show, and our student body for showing up in amazing number to support the team. Talk about evidence of how much we want to be together in safe activities on campus.

Last week, we received our 10th day enrollment numbers. So, this is our enrollment good news. I want to congratulate our staff in Enrollment Management, and their many many campus partners, on their efforts in recruiting undergraduate and graduate students, for what they were able to accomplish in recruiting a fall 2021 class under incredibly unusual and challenging circumstances.

Now, I do want to remind all of us that recruitment and retention requires a commitment from all of us. Illinois State has been fortunate to maintain its enrollment between 20,000-21,000 for many years. As a result, we have weathered significant challenges, such as the budget impasse and a global pandemic. But we must not take our previous success for granted. Our world is constantly changing, and we must be aggressive, innovative, and collaborative in our pursuits to recruit, retain, and make data driven decisions to make sure that we inform our work and continue to show everyone the wonderful opportunities that Illinois State provides.

Two really bring points in our enrollment are that our first time in college students are up 1% over last year, and our transfer students are up 6%. Great numbers. With this, the academic quality of our already amazing students that we see here today is just going to be increased with our incoming students that have a high school GPA of 3.6 and an average ACT near 24. We have our largest class of incoming honors students. The students are smart and ambitious, and we love that because that's the kind of students that we have here at Illinois State.

I'm happy to say our student body is becoming more diverse as well with 35% of this year's freshman class coming from traditionally underrepresented students. It's important that we continue to work for equity, diversity, and inclusion, and the recruitment and retention of all members of our campus community. We sit now with 20,233 students in the fall. So, congratulations to everyone involved enrollment.

I leave you with one last thought. Throughout my career, I have been committed to building a culture of reflection and improvement, and that commitment has come with me here to Illinois State and is as strong as ever. So, let me share a personal reflection with you. As we see things happen on- and off-campus, good and bad, we must be committed to pulling together the right people to talk about how to do better the next time. If we do something good, we do the same. That reflection and productive dialogue is critical. I mentioned our football team won again Butler 49-7, and I guarantee you that immediately at their next meeting they were watching film, figuring out what they did well, so they can continue to do it and improve, and looking at what they did poorly and figuring out how to improve. That's how you get the strategies to get to where you want to be. That's how you address both your strengths and your weaknesses. So, whether you're a sports fan or not, I think we

can all appreciate the work it takes to be a successful and cohesive team, and that our pursuit of excellence requires this of our University community. So, I ask you to take a moment to think about how we can live in a culture of reflection and improvement as we continue to grow in our successes, and we address the challenges we will continue to face as an institution. Thank you.

Senator Samuel: I was wondering if you have any comment on the drop in graduate student numbers and enrollments specifically.

President Dietz: Provost Tarhule may have some, but I will say we're still having challenges with international students between visa and travel restrictions. So, that's definitely going to disproportionately impact our graduate students.

Provost Tarhule: We think that's a major factor in the drop in graduate students. The inability of many of the international graduate students who were offered admissions not being able to come because of this. I don't think it accounts for all of it, but this is a significant factor.

Provost Aondover Tarhule

Provost Tarhule: I'd like to bring you an update to an announcement we made toward the end of last year. I shared the news that Illinois State is participating in the Association of Public and Land Grant Universities' (APLU) Intermediates for Scale project focusing on student success and equity. In the next few weeks, several members of the University community – including staff, faculty, and students – will be asked to participate in a short survey to gauge Illinois State's readiness for institutional transformation in the areas of student success and equity. I know that we all receive so many requests for surveys and we get tired of filling them out, but this is a really important one, and I encourage all of us to take the time necessary (about 30 minutes) to complete that survey. We are all committed to student success. This will allow us to identify those areas where we're going well, just as the President mentioned in her reflection comment. But also, to identify areas where we can do better. The other thing that is really unique and attractive about this survey is it will allow us to benchmark ourselves against our peers. We're not the only institution completing this survey. All of the other institutions participating in the research have to complete the survey. So, it will allow us to benchmark against our peers, which I think is a real data point, to inform us in terms of our competitiveness and areas where we can do things better. So, I'm really appealing to you, when you receive that survey please take the time to complete it. It will be very helpful in informing our decisions in this very important project. Thank you.

Senator Miller: What type of empirical data are you collecting for this survey?

Dr. Noel-Elkins: The survey is one that is created by the APLU and is addressing a number of different organizational areas, finance, data collection, IT, so a number of different areas discussed. It is also work that's being done by the Gate Foundation in collaboration with APLU to determine which institutions have the capacity for institutional change. So, it covers a number different organizational areas within the institution, specifically related to how they function within the student success framework.

Senator Horst: I attended a great presentation on Student Success by Amelia Noel-Elkins today and I had no idea that all this activity was going on, not only in Academic Affairs but also Student Affairs. It was very interesting, and I thank you for that presentation.

Vice President for Student Affairs Levester Johnson

Senator Johnson: I'd like to join everyone's previous sentiments as it relates to our missing student Jelani Day. Thoughts and prayers go out to his family, as well as the rest of our community. Also, related to the incident involving the insensitive questions being asked and passed along in one of our classes, I pledge to the TRIBE organization and to their advisors to work with them as relates to some of the demands that they placed within the community.

I'm going to talk a little bit about our Project Bird Tracks. As all of you hopefully know, we launched Redbird Life, our RSO and event portal, in the fall of 2019. It's an incredible tool that became even more important for us in the last year and a half. Regardless of where students were this last year, they were able to join RSOs and get information on virtual events through this platform. There were over 1800 events offered through Redbird Life last academic year alone. We continue to build upon the success of this tool to support RSOs, encourage involvement, and promote events on campus.

Building on the success of this tool, we've initiated Project Bird Tracks and the launch of an inventory survey. Bird Tracks supplements the information available in Redbird Life.

Last week all students, undergraduate and graduate, received an email inviting them to complete the survey. Within a day or two of completing the survey, participants receive a personalized summary of their responses, noting what they can do to grow their skills in key areas that employers and graduate schools are looking for. Students will have a tangible list to pull from regarding the strength of their leadership, teamwork, communication, professionalism, adaptability, critical thinking, integrity, and more to guide their growth and engagement, all leading to enhanced student success.

We have compiled over 90 opportunities across Student Affairs that provide learning in one or more of 27 outcomes. The next steps for this part of the project are to collect information from areas outside of Student Affairs to add to the database and continue to promote the site to campus, especially students.

We encourage all students to complete the Bird Tracks survey that is in their ISU email as well as check out the list of opportunities that have been collected to date. All the details are at: StudentAffairs.IllinoisState.edu.

Next, I'd just like to thank whoever had any involvement in four days of beautiful weather last week, that contributed to our success of Festival ISU. If you saw the Quad area it was buzzing. It was engaging. I've got to give thanks to all the students and your groups and organization. SGA was a big hit through that little stockpile of gifts and giveaways that you all have. So, congratulations to you all. But to whatever faculty and staff who had tables out there engaging our students, they were so excited and are so excited about being back here, and that was the perfect event, and the perfect four days for us to engage with them even more, welcoming them back to campus. We will take the lessons learned from the four-day event and probably replicate this moving forward. It may not necessarily be four days but

it's definitely not going to be just one day. It was very successful and we're going to spread that out a little bit moving into the future.

The last thing I'd like to share is, again, a reminder about House Calls -- our traditional event where we go around door to door within our residential environments checking on our students, their wellbeing, and making sure they're engaged and connected to campus. You still have time to sign up to go door to door, knocking on doors and finding out about our students, all the way up until this Friday. Next week is the week that we actually go out and we do our work in order to make sure our students are engaged and that they continue here. So, I encourage you to sign up for House Calls.

Vice President for Finance and Planning Dan Stephens

Senator Stephens: I only have one quick item to share this evening, it's an update on our state funded project for the Wonsook Kim College of Fine Arts. We are still working with the Capital Development Board that's managing this at the state level. What we've discovered over the last couple of months is some reengineering and redesign that the architecture and engineering firm is trying to do is make sure that none of these additions will lay over a Town of Normal sewer line that currently runs through parts of our property on campus. If you notice, School Street used to be a road that went straight through. When ISU took over that access way the Town of Normal still has a sewer line that runs along some of our buildings, and you can't place (from a risk perspective) any kind of infrastructure on top of that. It's too much risk if there's any kind of repair needed. So, the architectural firm is working diligently to try to work within the design specs. We're hoping (if they're successful in that) that will save about \$2 million of project scope. So, we're hoping to hear sometime in the next few weeks how successful they are with that. Once we get more information from that I'll be happy to share that. Hopefully, we'll have the construction documents ready so they can go to bid, and they can eventually start the project on campus.

Senator Blum: I'm pretty sure this is in your wheelhouse but correct me if I'm wrong. There are masks all over campus that people drop. I'm wondering if there's a way to get those picked up.

Senator Stephens: Oh, yes. I've noticed exactly the same thing walking through campus. I'll speak to our Assistant Vice President Mike Gebeke, and talk with his grounds crew, to remove the ones on the ground. Thank you for that observation.

Senator Garrahy: Senator Stephens, I'd like to go back to the Wonsook Kim College of Fine Arts. Is there a hopeful timeline for when this might start for my colleagues in the College of Fine Arts?

Senator Stephens: We've been at that 97% of completion for several months now. The sewer line was discovered by the engineering firm right before they were about to finalize the construction documents; unfortunately, the firm should have discovered that a year ago. There has been some redesign effort. One of the reasons why we are wanting them to revisit the design is if we have to dedicate funds to reroute that line; that's going to be a cost to the institution and not the town. So, that would take away from scope. So, we're

fairly optimistic about that and if they're able to complete the documents then they'll go to bid. We have created a transition space; we're working on transition space now over the next twelve months that will allow for this \$60 million project to be completed in about a two-year window versus having a project that lasts four to five years for starting and stopping. I would love to tell you that we're right at 100%, but I believe that in the next few weeks we'll have a decision how to move this forward. The states very interested in getting started as well.

Senator Horst: I don't want to step on Dean Miller's toes, but I do want to say thank you for not putting our building on top of a sewer line. That's a great thing. We waited 10 years; we can wait a little longer. But thank you.

Action Item:

08.18.21.01 Excerpt from email on June 24 OMA and electronic meeting attendance (Executive Committee)

Academic Senate Bylaws Current Copy <https://academicsenate.illinoisstate.edu/about/bylaws/>

08.31.21.01 REMOTE ATTENDANCE EXCERPTS-A.S. BYLAWS Mark Up (Executive Committee)

Senator Horst: We have some edits to the Bylaws coming from the Executive Committee and they're being forwarded to the committee of the whole, which is the entire Senate. I'd like to announce one revision that was made, and if there are any questions, I'll take those. In reviewing the bylaws, I noted that in our Appendix II, which goes into detail as to how each external committee is run, the Council for Teacher Education (which has quite extensive Bylaws) had language regarding quorum and voting. Those are the two things that we're changing. We're specifying that quorum, per Legal, means that people are physically present, and then we are making it so that people who are joining electronically will be included in the voting members present. I email Dean Wolfinger, and he took it to the CTE. They voted 19-0 with 2 abstentions to approve this language to their Bylaws. Their Bylaws are contained within our Bylaws. So, the changes to Appendix II are something that's new, and it's basically just more of the same sort of change regarding language about quorum and language regarding who can vote. Are there any questions about that part in particular? (Pause) Okay.

Motion by Senator Nikolaou, seconded by Senator Cline, to approve the Academic Senate Bylaw revisions. The motion was unanimously approved.

Information Items:

08.27.21.01 IDEAS - Approval Language

03.25.21 IDEAS Graduation Requirement Proposal Recommendation from AAC (Academic Affairs Committee)

05.01.19.03 UCC_IDEAS_Executive Summary (Academic Affairs Committee)

05.01.19.04 ProvostCharge_AdHoc_Report-Jan2018 (Academic Affairs Committee)

05.01.19.05 UCC_Subcommittee_Report- Nov2018 (Academic Affairs Committee)

05.01.19.06 45 PAGES- Summary_UCC_Campus-wide_Survey_2018(Academic Affairs Committee)

Senator Cline: As you may recall at our last meeting, Senator Nikolaou introduced the background of the IDEAS graduation requirement. He was the chairperson of the Academic Affairs Committee last year, and I have inherited that role this year. So, I'm taking over

those discussions, however, I'm sure he stands available to answer historical questions because he has longer time of work with this particular proposal.

In our last meeting, Chairperson Horst divided the proposal into three; first being the actual requirement (that we discussed last week). I would like to spend our time today on the learning outcomes. You all have the proposal in front of you. I'd like to just say for the record, at the last meeting Senator Samuel pointed out that we did not identify the three-credit hour requirement. So, the committee tonight approved that language. Are there any comments, questions, or concerns about the learning outcomes?

Senator Horst: Could you review how these learning outcomes were decided upon? What was the process?

Senator Cline: These learning outcomes were provided to the Academic Affairs Committee by the ad hoc committee that was assembled to create and discuss and formulate this graduation requirement. There was one requirement that had in its original iteration been adjusted by the University Curriculum Committee, but the Academic Affairs Committee reverted to the original language and voted to approve on that original language. So, these came to us from the set of content area experts who were assembled to produce the actual requirement in its documentation.

Senator Paoni: In light of the recent Psychology 101 quiz, are we focusing specifically also on indigenous communities when we're talking about our biases and learning about their culture?

Senator Cline: I think I can speak for both of us in saying that they were always involved. They were always included, and I think the events of this past week have only highlighted the importance of the broad definition that has been applied to the learning outcomes. That it's not specific to any one race or culture or language group, but rather leaves that open for our faculty and their multiple disciplinary specialties to address those issues.

Senator Horst: There's this appendix of courses that the committee feels will most likely be considered IDEAS course. Was there an examination as to whether or not some of these courses meet these learning outcomes? Did they look at the syllabi for the courses that are listed?

Senator Cline: Dr. Hurd can correct me if I have it wrong, but my understanding is that was an initial sweep in which directors and chairs were asked what courses they have on the books that would match what has been laid out. But there is, in the implementation process, a review. So, it's not a de-facto list that will stand, but rather it will change when the implementation review process begins. It was in a sense to get an idea of "do we have enough courses on the books now in order to have the availability for students so we won't be implementing something that the students can't possibly match."

Senator Horst: They have the learning outcomes when they put forth the courses?

Senator Cline: Yes.

Senator Horst: Okay.

Senator Samuel: For a course to be an IDEAS course, does it have to meet all six of the learning outcomes?

Dr. Rivadeneyra: I don't remember if we came up with a number but it was the majority of the learning outcomes. We had the conversation about having it be all, but we decided it might be a little difficult for every single class. So, a majority of the learning outcomes would suffice.

Senator Horst: Questions on the learning outcomes? (Pause) Okay. I think we're ready to move to the implementation.

Senator Cline: As I mentioned briefly, the Academic Affairs Committee this evening approved some new language to the approval language document that you had previously seen in TEAMS. Some questions had been asked to some of us involved about some concern about the implementation as it was documented in the original proposal. We made some adjustments to that, some clarifications to that, so that you have a full sense of what this is going to look like going forward. So, what's being distributed to you, you'll see three changes. One is the addition of the three-hour specification. The second is one of the bullet points having to do with baccalaureate-oriented courses, that's simply an administrative clarification that was made. On the second page, you can see this implementation policy was worked out between Dr. Hurd, the ad hoc committee chair, Chairperson Horst, and myself. Essentially, the process is going to be two tiered. In the original implementation phases, that is when we're working hard to get these courses approved, functioning, and get the requirement off the ground, the procedure that will be used will be similar to the procedure that is currently used for AMALI courses, which essentially works through the CGE and Dr. Hurd's office, wherein a group of content area experts are relied upon to give their opinions when the courses are at the final stage of approval.

One of the differences of the IDEAS requirement than AMALI is that the IDEAS requirement has a five-year review cycle. Currently, once an AMALI class is an AMALI class, it's an AMALI class. But IDEAS, because it's contemporary issues, these things shift and change quite rapidly, the committee has asked for a five-year process. So, the next step in the implementation and maintenance of this requirement will be that the Senate will ask, I'm assuming our committee, to prepare policy notes for a committee which will be dedicated to approving new courses that come through the pipe, but also doing that five-year content review to ensure that the class stays in alignment with the learning outcomes. That's all articulated for you in the document. I'm happy to answer questions.

Senator Stewart: According to one of the documents, it's estimated that roughly 2,900 students—maybe that's high—would not currently need the IDEAS requirement in the courses they're taking. One of the work-up documents from a Provost from 2018 suggests that there's going to be a need to shift some sections, create some new sections, etc. I think a question that is important is how's the Provost's office estimated how many additional faculty will be needed? Or how many sections of existing courses will be needed, if they need to expand, if this requirement is approved, beyond the seats that are already being filled annually by students taking courses for some reason like gen ed.

Second, related to that, what would the cost of those additional sections be, assuming that tenured track faculty will be hired to teach those sections as the ad hoc committee envisioned and indeed insisted upon. I'll just mention that it seems to me that it would be a bad outcome if more of the new sections were being staffed with NTTs. Not because they're

unqualified, but because I think it would show a lack of commitment, in a way, from ISU to this new graduation requirement. Also, maybe one of the charges of this new committee could have monitoring to make sure that tenure track faculty are staffing most of the IDEAS sections.

Senator Horst: We did address this briefly last time, but Amy do you have a response?

Dr. Hurd: Sure. Many of these courses, they're really all in existence. There may be some departments that add new courses. There could be some departments that have a major course that will satisfy this, so they won't need to add any sections. There will also be, and we talked about this last time as well, there's the opportunity that they can double dip within their gen ed. So, we don't think the demand is going to be so much so that we have to hire additional faculty. Had we had one course that satisfied this requirement, and we have to have faculty for that, we would have to add a lot of faculty. That's why we didn't go down that path. That's why we wanted to use the existing courses that we had.

As for whether it's tenure-track or non-tenure track, the department chairs are in control of that, not the Office of the Provost.

Senator Stewart: If it turns out that there really is a need to create brand new sections, and it seems to me likely that there will be such a need, again the Provost document even suggests that. Even if it's not very many, I would hope that the push would be to encourage departments to create tenure-track lines to staff those. I would worry that if this is just pushed down the departments that the easiest path is to just hire more NTTs.

Senator Nahm: If there is a topics course that I want to teach that deals with a contemporary issue that might fall under the purview of IDEAS, is there a way for students to retroactively or somehow expedite the process so that that course can be approved for IDEAS?

Senator Cline: Only students who enter the University after this has been approved will be required to meet this graduation requirement. Before this is implemented, your class would already be approved. You would put that request through your department curriculum committee and up through your college. That's that initial phase that we talked about, that kind of rapid process through Dr. Hurd's office. So, you would be able to have that approved before any students who would be required to have this will be taking courses, if that makes sense.

Dr. Hurd: Yeah. This new graduation requirement will be catalog specific. So, let's say it comes in 2023, those students entering on that catalog year, they're the ones that will have that graduation requirement. The rest of the students here on campus will not have that at that time.

Senator Nahm: I'm asking specifically if the course number, say that depending on the year, one year the topics course may deal with a topic that falls under IDEAS; another year it might not.

Senator Cline: Okay. Now I see the question, it's slightly different. I imagine that could be handled with a decimalization of the course. That's the process that the UCC is using now. I think that might be the best solution.

Senator Hogue: When it comes to classes that deal with Native American issues, currently those are under the AMALI umbrella. Would those stay under AMALI and essentially double dip in both, or would it instead move to the IDEAS?

Dr. Rivadeneyra: So, at this point, we have language in the proposal that would basically say that a course could be tagged as both AMALI and IDEAS, but could only count for one. Right. So, you have to choose which one it counts for. It would be up to those departments of those classes to decide if they want to make a switch. But I'd imagine they don't; they'd want to keep it as both is my guess.

Senator Cline: That would be a very limited number of classes that fit that particular designation because by its definition AMALI deals, generally speaking, with non-American topics. So, they're not going to overlap that much.

Senator Samuel: Looking at the courses that could apply, this isn't something I know, but I noticed that some of them are lower numbers. Are any of them currently taught by graduate assistants at the moment?

Dr. Hurd: There could be some. I don't know. I would have to look at them, and they change every semester.

Senator Samuel: I want to echo some comments from Senator Stewart. I am a graduate student, and I think we are very capable, but I would be worried about a graduate student, particularly one who is very early in the program, trying to teach an IDEAS course, if we need that sensitivity. Certainly, if it were to happen, I would think it would need to be a graduate student that would have had the experience and be vetted through the University in other courses first.

Senator Horst: I've actually heard several conversations and I've seen comments about how to train people to teach such a course -- how to prepare people to teach such a course. So, that might be a dialogue you could have with the chairs because there's going to have to be a lot of sensitivity.

Senator Paoni: For reviewing and approving the IDEAS specific proposals, is there a system in place to make sure that the curriculum and the quizzes are not racist, like we've had in the past? Like what kind of processes are there to double check that?

Dr. Hurd: Are you talking about the course itself or how the course is taught? The faculty controls how the course is taught and delivered. So, the faculty will have to take responsibility for that. When a course is approved, we will look at assignments, we'll look at topics, but we don't get into the weeds on what that content of that course is, or how the faculty member will go about delivering that. We're not going to look at test questions or anything like that.

Senator Samuel: So, it's up to the faculty then?

Dr. Hurd: That's their responsibility, yes.

Senator Aldeman: I really appreciate the discussion. I come from a department and college that's very credit hour heavy. One of my concerns is how it would impact students and if they'd need to take another additional class and pay for that. And also looking at the list of potential classes, those probably aren't classes that my students would typically be taking

except as gen ed to fulfill that requirement. Is it going to be relatively easy for my students to fulfill this requirement as part of their gen ed requirement, so they don't have to take an additional course, and add to that course load that they have?

Senator Cline: This is a topic that we discussed at length at the Academic Affairs Committee because there are many different majors across the University that are very hour heavy and accreditation focused, etc. The answer to your question is yes. Part of the rationale for double dipping with gen ed was to make sure that that does not create additional burden on students who really don't have any room to shift. That will mean that they do have to be smart about the choice of their gen eds to make sure that they are accomplishing that requirement. It should be said that there are quite a few majors in the University for whom there are major specific courses that are already required that will count for IDEAS. So, Nursing, for instance, there's a course that the students will have to take that's about multicultural sensitivities that will be for their major and also deal with IDEAS. So, it's not even involving their gen eds, if that makes sense. But do understand that this has been a topic of much concern for the committee since the beginning.

Senator Garrahy: For those of us that have some years under our belt and taught in FoI, and for those of you that don't know what that stands for, it stands for Foundation of Inquiry. It was taught across campus by faculty from any department you can imagine, and in fact, 20 years ago on September 11 I was in the middle of teaching a class when our world changed. One of the things that I like about this plan is that there is a lot of flexibility. There's a lot of flexibility in the student's choices as to which class they would like to use. There wasn't as much flexibility in FoI. I thought it was a great course and mine was diversity based but it really depended upon the professor that the student got. So, this one, for me, to have it to compare to has a lot more student flexibility, and as a professor I would hope they would take a course that would best fit their needs to expand their horizons.

Senator Zoltek: So, we just mentioned student flexibility, and I'm just curious in the last section we mentioned Academic Senate forming a new curriculum committee about that. I wonder if we previously mentioned about looking at course content and just making sure that course content is diverse and respectable, and that those values are consistent. That maybe that committee could work alongside faculty in different areas to continue and make sure that we are keeping classes respectable and diverse.

Senator Horst: That's certainly important, but just appreciate that at the curriculum approval phase, you're not necessarily diving into all of the material for the course.

Senator Zoltek: I was wondering if we could, faculty wise, include them specifically.

Senator Horst: Senator Cline, could you go over the proposed concept as to who would serve on this committee?

Senator Cline: We necessarily kept it loose here, because that would be a separate discussion about how exactly that committee would be formed and their charge. But I think it's important to recognize that it would be an independent committee within CGE, and not a subset of another subset, of another subset, of another subset. So, the people who would be on this committee would be content specialists, people who are devoted to the positive development of the IDEAS requirement and keeping it up to date. If that committee sees a need to engage with faculty in different ways, then they would have the ability to adjust

that. But I think this is a situation in which we can engage other partners on campus like CTLT to help train faculty, to increase their capacity in talking broadly in subjects that might be slightly tangential for them. We really have to think about this is an across campus effort. But that committee, as an independent committee, would be able to bring certain standards to bare on the courses as they're being approved.

Senator Samuel: Thank you.

From Executive Committee/ Associate Vice President of Human Resources Janice Bonneville:

07.07.21.01 Presidential approval form

07.07.21.02 Policy 3.1.30 Criminal Background Investigation Previous Copy

07.07.21.03 Policy 3.1.30 Criminal Background Investigation Mark Up General Assembly Changes

07.07.21.04 Policy 3.1.30 Criminal Background Investigation Current Copy

08.10.21.01 Policy 3.1.30 Criminal Background Investigation MARK UP

Senator Horst: This is an unusual policy review for the Senate, in that you are reviewing a policy that has already been approved. Then upon further investigation, the AVP of HR has now proposed further edits to the approved policy that occurred this summer. We're reviewing two things. We're reviewing a policy that has already been approved, and then we are reviewing further edits that HR is proposing. I will turn it over to Janice Bonneville, the Associate Vice President of HR.

AVP Bonneville: As Senator Horst indicated, the policy was updated this year because of a substantial change in state law regarding criminal background checks and the way in which an employer can use those background checks in making employment decisions. So, without going too deep into the weeds on this, under the old policy there was a two-step process and there were not clearly defined parameters that could be considered or not considered for not considering a criminal background. The new state law lays out specific parameters that must be considered and adds another step to the process. So, we had to add another review committee into the process. And we had to define specific parameters that need to be used when we are considering criminal background information on any candidate for hire. Subsequent to the approval of the policy changes based upon the law, we identified a concern, that you all identified as well, regarding the use of the term promoted. Because faculty can be promoted without a job posting, you would be subject to a criminal background check if you were promoted in your role as a faculty member, and that was not our intention. The change that is in front of you now is to simply remove the term "promoted," and also to add one additional piece of language regarding the responsibility of an employee to report. So, you have two pieces. The removal of the term "promoted." The employees have always had a responsibility to report, this just simply indicates that responsibility is specific to an incident that occurs after the initial hire date of the employee.

Senator Horst: Can you just clarify, the state law, did they mandate that all employees have to have a background check?

AVP Bonneville: No, I apologize. The removal of the security sensitive language is a University change. Under the current policy, it's security sensitive, virtually ever position on campus is security sensitive. Faculty, many of you know, any time you have an event that involves a minor you go through a background check under the Protection of Minors

program. Rather than having two lists of individuals who require a background check, depending on security sensitive or Protection of Minors, we removed the security sensitive language from the policy and applied it to all employees moving forward. So, any new hires under this policy would be subject to a background check regardless to which the position they are hired.

Senator Horst: Can you describe how that decision was made?

AVP Bonneville: Essentially, because of the sheer volume, and because we knew that we were becoming less and less about security sensitive positions—because security sensitive is not just the Lab Schools—we made a determination that for clarification for lack of confusion, both from a hiring standpoint for employees looking at employment here, to remove that security sensitive language. Again, the language has always said for hire, if you are in a security sensitive position or you're subject to a criminal background check under University policy. So, that "or" language has been in every posting and every job description for a very long time. The new language will simply indicate if you're subject to a criminal background check pursuant to policy 3.1.30, and the security sensitive language is removed.

Senator Samuel: I know that graduate teaching assistant, we have to reapply for a job every single year, does that mean that student employees that are in a similar position are going to have to do a background check every single year?

AVP Bonneville: If there is a break in employment of greater than 30 days, not related to a regular academic break.

Senator Samuel: Thank you.

Senator Horst: Could you clarify, in the policy it says that you want to look at every single applicant, but then under the Criminal Background Investigation it says "criminal background investigations will be initiated by human resources on all finalists." So, in Music we could get up to 180 applicants, but our finalist would be 10. Who's going to have the background check? The entire list or just the...

AVP Bonneville: No. Not the entire list.

Senator Horst: Okay. Because it says each applicant.

AVP Bonneville: We don't do a criminal background investigation on every applicant. So, that may have to be clarified language. But that language has to indicate to every one of them that they could be subject to a criminal background investigation as an applicant for the position.

Senator Nikolaou: I have a clarifying question under the Criminal Background Investigation section. Do we notify the hiring department contact or the hiring unit head? I'm thinking, is it always the head of a unit who is the contact person? Are we going to disclose the criminal background check to the office administrator?

AVP Bonneville: We don't disclose anything about the criminal background check. We don't disclose specific information to the hiring department.

Senator Nikolaou: But it says, "of the results of the criminal background investigation." So, what are the results then?

AVP Bonneville: It is whether or not the individual was passed through the criminal background investigation or not. It's not what's on their criminal background investigation.

Senator Nikolaou: It might be confusing because the next sentence says, "the hiring department will not make a hiring decision based on the criminal history information provided by the applicant."

AVP Bonneville: Provided by the applicant, because the application asks a criminal question. So, if the applicant discloses, the department cannot use that disclosure by the applicant to the applicant's detriment. That is not the criminal background investigation information that comes into Human Resources. That is an affirmative disclosure by the applicant.

Senator Nikolaou: Okay. I have a couple more. Under Criminal Background Review, at the end of the first paragraph where it says, "...and provide the candidate with a preliminary decision." So, is everyone going to get a written response?

AVP Bonneville: If the individual has disclosed information that rises to the level of review by the Human Resources Background Review Committee. So, anyone who falls into that then it rises to a review, then yes, the individual will get a response. So, this HR Background Committee is the new committee that's added under this policy. Yes, they'd get a response, and then they'd get a response from the next level, if they move to the next level, and then they'd get a response on the appeal.

Senator Nikolaou: Okay. And then the other question was about the committees. In the previous version of the policy there was a more detailed description of who is on the committee. So, for example, when I look at the Criminal Background Review, the previous one was referring to the OEOA. Now it says only Human Resources staff, which means that OEOA wouldn't be there. Was there a specific reason why?

AVP Bonneville: OEOA is still involved in the second step. The first step is an internal HR committee only. Then there's the Criminal Background Review Committee, which is identical to what's in the current policy. And then there is the appeal right.

Senator Nikolaou: There are two review committees, but neither of them actually has a description of who comprises the committees, apart from the first one who says it's going to be current staff of the human resources. Then, for example, when I look at the Criminal Background Review Committee, it doesn't say who is involved. Then, the appeal is going to be to the Associate Vice President for Human Resources.

AVP Bonneville: That's easy to resolve. We can put that language back in to define the CRBRC. The old policy said, "ordinarily comprised of." We can certainly add that language back in. That's not a problem.

Senator Nikolaou: In the very last sentence, do we mean the candidate or actually the employee? Because they haven't been hired yet, right?

AVP Bonneville: Correct. The individual could be an employee, but they would be a candidate for a new position. So, we can use the term candidate, that's correct.

Senator Nikolaou: Two more. Now we have added that there is five days that we can respond to it, is this in any way going to affect the hiring process? If there is an expedited hiring that we need to do, having this extra five days, is it going to lead to significant delays or it's not?

AVP Bonneville: I'm hoping it's not going to lead to significant delays, but it's not something we can take out. All of that review committee language is the direct result of the law.

Senator Nikolaou: The last one was something that came up in Exec, and it had to do with the addition of the initial hire date. We were wondering, what is the monitoring process for that? Because it relies totally on each employee to come to HR and disclose it. So, we were not sure how we were going to make sure that we have disclosed it if we leave it up to the individual? I think the example we used is: I'm hired, I shoplifted, but based on this policy I would have to disclose it to HR.

AVP Bonneville: Correct.

Senator Nikolaou: But what is the mechanism that would actually incentivize me to come and disclose it? Because I will just say, "they will never find out, I'm not going to disclose it."

AVP Bonneville: It has always been the burden on the employee. It is not something we would go out and watch the blotters, so to speak. It has always been the burden of the employee to report. That after initial hire date is the only change there. That other language has been in the policy for all this time. It is a self-reporting requirement. So, if something comes up, and it happens, and we find out about it, then that becomes a consideration for a Criminal Background Review Committee as to why the employee didn't follow the policy and disclose as they were advised they should.

Senator Horst: You say anything above a minor traffic offense, could you just elaborate what would be required of faculty? Are you going to give us guidance on that so we're aware of what we have to report? If I run a red light, is that above a minor traffic offense, do I need to report that?

AVP Bonneville: You would not have to report that, but if you get a ticket in a school zone, you would because that's above a minor traffic offense based upon the cost of the ticket. That's not a voice of experience speaking. That has never happened to me.

Senator Horst: So, maybe you could give the chairs some guidance.

AVP Bonneville: We will work on some things to try to come up with some parameters for use and go from there.

Academic Affairs Committee: Senator Cline

Senator Cline: Today we made sure we got to know each other, and we approved the IDEAS language that you saw, the revision to the implementation policy, and agreed that our next step our be talking about the University's Withdrawal policy.

Administrative Affairs and Budget Committee: Senator Smudde

Senator Smudde: We got acquainted at the beginning of the meeting. We looked at the Issues Pending, devised a schedule, and divided up some of the issues into subcommittees so that we can divide and conquer.

Faculty Affairs Committee: Senator Nikolaou

Senator Nikolaou: Tonight, we talked about Issues Pending, the policies that were proposed to temporarily reassign to Planning and Finance, and also items to be removed from our Issues Pending list that might be outdated at this point. The next meeting, we will focus on the Integrity policy.

Planning and Finance Committee: Senator Vogel

Senator Vogel: Our committee met, and we approved the request from the Executive Committee to modify our Issues Pending list. We formed some subcommittees and will begin working on our policy review work.

Rules Committee: Senator Stewart

Senator Stewart: We discussed our Issues Pending for the year and the priorities. We approved a very small change to the APC charge that's pending with the Senate, but I'll notify Exec about that tomorrow. We began a discussion of policy 1.10 but decide to table it until we get a little bit more feedback, we expect that soon. We approved the CGE charge mark up. We began a significant discussion of the Wonsook Kim College of Fine Arts Bylaws revisions.

Communications

Senator Horst: Does anyone have Communications for the Senate? (Pause) Seeing none.

Adjournment

Motion by Senator Biancalana, seconded by Senator Ayers, to adjourn. The motion was unanimously approved.

2021-22 ACADEMIC SENATE ATTENDANCE ROSTER
Wednesday September 8, 2021

	Senate
Name	Attendance
Aldeman, Matt (rep Qaddour, Jihad)	1
Ayers, Kenneth	1
Avogo, Winfred	1
Beucher, Becky	1
Biancalana, AJ	1
Blum, Craig	1
Bonnell, Angela	1
Chassy, Grant	1
Cline, Lea	1
DeNeve, Sarah	1
Garrahy, Deb	1
Harpel, Tammy	1
Hogue, Hannah	1
Hollywood, Mary	1
Horst, Martha	1
Johnson, Levester *	1
Kinzy, Terri *	1
Lahiri, Somnath	1
Landfair, Lawrence	1
Marx, David	1
McLauchlan, Craig *	1
McNab, Maddie	1
Meyers, Adena	1
Midha, Vishal	0
Miller, Chloe	1
Monk, Eduardo	1
Nahm, Kee-Yoon	1
Nichols, Wade	1
Nikolaou, Dimitrios	1
Noel-Elkins, Amelia	1
Novotny, Nancy	1
Otto, Stacy (virtual)	1

Palmer, Stuart	1
Pancrazio, Jim	1
Paoni, Devin (TRUSTEE) *	1
Peters, Steve	1
Phares, Kevin	0
Rademaker, Hannah	1
Rardin, Nate	1
Restis, William	1
Samhan, Bahae	1
Samuel, Isabel	1
Schmeiser, Benjamin	1
Seeman, Scott	1
Small, Maddy	1
Smudde, Pete	1
Spranger, Avery	1
Stephens, Daniel *	1
Stewart, Todd	1
Swiech, Livi	1
Tarhule, Aondover *	1
Torry, Mike	1
Toth, Dylan	1
Valentin, Rick	1
Villalobos, Rodrigo	1
Vogel, Laura	1
Zoltek, Sophia	1
Miller, Jean (dean rep) *	1
Reese-Weber, Marla (chair rep) *	1
VACANT - 1 CAS SS Faculty	0
VACANT - 1 Faculty Associate	0
VACANT - 1 Student Senator	0
QUORUM (VOTING) (28) (*=NV)	49